

# Observation Form — Stage Six

Learner's Name \_\_\_\_\_

Recorder's Name \_\_\_\_\_

Other Observer's Name \_\_\_\_\_

Date \_\_\_\_\_

Setting for Observation \_\_\_\_\_

Using informal observation techniques, record the following information so that you can accurately interpret learner performance.

## ***Assessment Environment:***

View the screen on the same eye level as the learner. Is there a glare on the screen?

\_\_\_\_\_ Yes \_\_\_\_\_ No

(If so, adjust window blinds, reposition the computer and learner's seat, or construct a shade for the monitor to eliminate the glare.)

Describe the setting:

\_\_\_\_\_ learner's regular setting \_\_\_\_\_ familiar but not everyday \_\_\_\_\_ unfamiliar

Position the learner is facing:

\_\_\_\_\_ toward the center of the room

\_\_\_\_\_ away from the center of the room

Are there any distracting objects nearby? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is the learner properly positioned? \_\_\_\_\_ Yes \_\_\_\_\_ No

Should these or any other factors be considered when interpreting results?

\_\_\_\_\_  
\_\_\_\_\_

**Copy these pages before recording your observations.**

## *Stories*

1. Was the learner paying attention to the Stories? How do you know (body language, verbal affirmations)? ☐ Yes ☐ No

Did the learner seem to have a connection to the character in the story or to actions in the story? For example, does he also work, and did he recognize activities that are similar to what he does? How do you know (smiles, body language, conversation or comments)? ☐ Yes ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## *Explore Activities*

2. How did the activity end?  
Who selected the Done arrow? ☐ Adult ☐ Learner

Was the learner interested and paying attention? ☐ Yes ☐ No

Does the Time on the Activity measure in the report screen indicate true behavior?  
☐ Yes ☐ No

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did the learner click on any background objects rather than target objects?  
☐ Yes ☐ No

If Yes, do you think the learner understood the directions? ☐ Yes ☐ No  
Was the learner exploring? ☐ Yes ☐ No

Was there a pattern to the learner's exploration? For example, did the learner tend to select objects in only one section of the screen? ☐ Yes ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### *Assess Activities*

3. In the **Telling Time** activity, did the learner prefer a specific type of clock (analog or digital)?    ☐ Yes    ☐ No

Was there a consistent error pattern? For example, did the learner click on a specific time or clock face consistently, rather than the one that was asked for?  
     ☐ Yes    ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. In the **Using Money** activity, did the learner show a preference for a specific coin or bill? Was there a consistent error pattern? For example, did the learner click on a specific target consistently, rather than the one that was asked for?  
     ☐ Yes    ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. In the **Getting Dressed** activity, did the learner show a preference for a favorite article of clothing, rather than making a decision based on the activity?  
     ☐ Yes    ☐ No

6. Does there seem to be any pattern of error? For example, did the learner seem to consistently select a particular type of clothing?  
     ☐ Yes    ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. In the **Looking at Signs** activity, did there seem to be any pattern of errors? For example, did the learner seem to be confused by the difference between the men's and women's rest room symbols? \_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. In the **Using Objects** activity, did there seem to be any pattern of errors? For example, did the learner seem to select favorite or more familiar objects rather than the target object? \_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Did the learner indicate any real world or personal associations? For example, while interacting with any of the content, did he comment about similar situations in his own life? Did he generally understand that everyone uses a spoon for eating food or a clock for telling time? \_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Did the learner indicate an interest in becoming more independent in any areas of his life? Was this interest related to work or to home? What was indicated, and how did you know? \_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Did the learner use any manipulative objects to facilitate his success (calculator, fake money for counting, etc.)?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

Did he require an external prompt from anyone during the assessment? Were any of the prompts suggested on page 38 of the Stage Six User's Guide necessary for his success?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Additional Observations:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Place this form and report printouts in the learner's portfolio.**

[illegible]